

Research Expectations for Government Agencies

Research Requirements (everybody):

- ✓ Each team should consult at least 15 sources for this project. At least two must be books.
- ✓ The library will be preparing a book cart for us and a library guide (with suggested online resources). If you would like to start your research before our first trip to the library (2/26) I recommend starting with CQ Researcher and
- ✓ You must avoid cutting and pasting information directly from any website. This is plagiarism. Paraphrase in your own words the information you want to share or use quotes. (Although quotes should be super special – don't quote everything). **There are two places where you need to be mindful to not plagiarize: on your slides and in what you say out loud.**
- ✓ We will have some in-class work days dedicated to researching your project. **However, you will be expected to do research outside of class as well. You should communicate with your partner(s) about research responsibilities.**
- ✓ Each group will need to submit a team annotated bibliography in MLA format. Tip: it is easiest if you do this as you go along vs. at the end. The bibliography should be in alphabetical order. After each entry write 2-5 sentences about the source (this is the "annotation" part; annotation means a note of explanation).
Your annotation should focus on:
 - *How did you use this source? What information did you glean from it?*
 - *Why did you decide the information in the source is reliable?*

Research Expectations for Government Agencies Department of Homeland Security U.S. Department of State

Your group will rely heavily on the DHS and State Department websites as primary sources to understand the most up to date information about the agencies. However, I would like you to also explore **newspaper articles** and **opinion pieces** to gain a well-rounded understanding about different public opinions surrounding their work. Please include in your research:

- Background: What is the mission of DHS? DHS was created in 2002. How did the government work on its mission prior to its creation? Why was DHS created? What issues does DHS focus on?
- For our purposes, I would like you zero in on these DHS offices. Explain to your classmates what each of these offices do and how their work connects to what we have been studying:
 - [U.S. Citizenship & Immigration Services \(U.S.C.I.S.\)](#)
 - [U.S. Immigration and Customs Enforcement \(ICE\)](#)
 - [U.S. Customs and Border Protection \(CPB\)](#)
- ICE "raids" have occurred in Champaign-Urbana. Learn about these raids. What happened?
- What is the process for becoming a U.S. citizen? Walk us through this process step by step. If there are multiple "paths to citizenship" please explain.
- Read about "refugees" and "asylum seekers" on the DHS website. How are these groups defined by the U.S. government? What are some government processes and policies in place for refugees and asylum seekers?
<https://www.uscis.gov/humanitarian/refugees-asylum>
- The U.S. Department of State also works with refugees. Learn about the work of the Bureau of Population, Refugees, and Migration (<https://www.state.gov/j/prm/>) . In contrast to DHS, what do they do?
- Specifically, how is the Department of State involved in refugee resettlement?
<https://www.state.gov/j/prm/ra/receptionplacement/index.htm>

- Read the recommendation to Congress titled the “Proposed Refugee Admissions for FY 2018.” What does the report recommend and why? <https://www.state.gov/j/prm/releases/docsforcongress/index.htm>
- Explore some newspaper articles and opinion pieces about U.S. immigration policy and refugee policy and the role of DHS and State. For example, this past year ICE and CPB have been in the news quite a bit because of the national debate surrounding illegal immigration. What is controversial (and why) about the current system for immigrants and refugees? What are some of the proposed changes? Be sure to note if the source is liberal or conservative and seek sources with different perspectives.
- Bonus (don’t spend a lot of time on this in your presentation): If I want to become a Border Control Agent what do I have to do to apply? What will I do in the job? <https://www.cbp.gov/careers/> If I want to become a Detention and Deportation Officer what do I have to do to apply? What will I do in the job? <https://www.ice.gov/careers/ddo>

Presentation Guidelines (8 minutes)

As a team, decide how to organize the information you learn. Think about “the story” you want to tell and what the best way is to convey this story. Your presentation should cover at minimum your research related to the questions above. The following are also required for your live “exhibit.”

	An organizational chart so we understand how the different offices fit into the overall government structure (you should be able to find this on the website).
	Create a timeline of significant milestones in the history of DHS and State as it pertains to immigration/refugees/asylum seekers . This may include new laws, policies, changes in mission/vision (which usually happens under different Presidents – for example, how has their work changed under President Trump? How did President Obama differ from President’s before him on these issues?) However, beware of wordy slides. Focus on showing key words on the slides (and filling in the gaps with your words).
	15 – 20 photos that show the work that these agencies do as it as it pertains to immigration/refugees/asylum seekers . For example, what does a detention center look like? What does a Naturalization Ceremony look like? What is the current border wall? These photos should help “tell the story” you want to share with your classmates about the answers to your research questions. These should be ACTUAL PHOTOS (not graphics or stock photos).
	Any other “artifacts” you want to include that help “tell the story” of your research.
	Bringing your A Game to presentation day. Be prepared, project your voice, make eye contact, and try to relax.

Topic	Choices Background Reading (starting point)
Government Agencies	35, 37,42